GPDE 5256A Wikis, Podcasts, and Online Learning for K-12 Classrooms

St. Mary’s University GPDE 5256

Implementation Plan

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**Part I**

Twenty-first century learners do not just consist of the use of technology. Technology can assist a twenty-first century learner, but their learning goes much deeper than just the use of some technology tools.

Experts describe a twenty-first century learner as someone who: shows inquiry, looking for discovery, adapting to change, innovative, engaged, has strong communication skills, knows how to collaborate with others, is flexible, is a global learner, and decide between quality and non-quality information. Not only will they possess these characteristics, but they will be able to use technology to promote these characteristics and give a deeper understanding of content.

Twenty-first century learners need to possess inquiry. They have to be interested and want to learn their subject at a deeper level. With inquiry comes the desire to discover and uncover deeper information. According to Chen (Edweek 2010), “it’s no longer enough to “know things.” It’s even more important to stay curious about finding out things.”

Twenty-first century learners are actively engaged. They are not taking a back seat during the learning process. They are making, creating, analyzing, critiquing, demonstrating, teaching, and doing. According to Berry (Edweek 2010), “twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures.”

Students that are twenty-first century learners will have strong communication skills. As a result of this, they will have the skills needed to collaborate with others. According to Wagner (2008), people in the work force need to be able to collaborate across networks, have effective oral skills and have effective written skills to be successful in today’s workforce. According to Cator (Edweek 2010), they must develop strong critical thinking and interpersonal communication skills in order to be successful in an increasingly fluid, interconnected, and complex world.

These students will show flexibility and adaptability. According to Singer (Edweek 2010), she describes a twenty-first century learner as someone who can adapt to challenges and use non-routine problem solving skills.

Twenty-first century learners will be considered global learners and have a better understanding of the world as a whole. According to Stevens (2011), “learning in the 21st century takes new thinking. . .  . The 21st century skills are imperative to implement in our classrooms in order to prepare our students for our globalized workforce.”

With all the information available to the twenty-first century learner, it is important for them to have the skills to be able to decide between quality information and non-quality information. Students need to be taught these skills and use them in an academic setting.

After looking at what the experts say is a twenty-first century learner, I have come up with my own thoughts on what makes a twenty-first century learner. They are someone who does not use technology to find the answers, but they use technology to have a deeper understanding of content. They use technology as a tool, not a crutch. It promotes learning. They are also looking for new ideas, share ideas and collaborate, learn from others, teach others, and are flexible in different situations. They have the skills to find quality information and they know how to use it. Twenty-first century learners are creating, applying, evaluating, and demonstrating. In other words, they are doing. Most importantly, a twenty-first century learner is learning at a deeper level and has become a lifelong learner.

When we talk about being on the higher level of Bloom’s Pyramid, a twenty-first century learner should be spending the majority of their learning in the categories of: creating, evaluating, and analyzing. By doing this, students will gain a higher level of understanding and they will take pride and ownership in their learning as well. The Web 2.0 tools that will engage those levels of Blooms will work the best to promote twenty-first century learning. These will be discovered in more detail in Part II.

There are many web 2.0 tools that will assist teachers in their own learning and professional development. It can encourage teachers to network with other teachers, share ideas, lessons, materials, strategies, etc. There is also a great list of blogs, networking sites, and collaboration sites for teachers to share and grow. The idea of these tools is to make better teachers and in the end, make learning more meaningful for students.

I uncovered many different ideas and strategies in my research. Many teaching strategies, web 2.0 tools, resources, professional development, etc. The biggest finding and what will be beneficial in my classes is what makes a twenty-first century learner. I thought it involved being more innovative and using technology, but that is more of a tool to reach twenty-first century learning. It needs to involve creating, evaluating, and analyzing. Not just using technology to learn more facts.

As I get further into my professional career, I would want to explore deeper in the ideas of technology and twenty-first century learning. I would continuously be developing professionally and looking at ways to incorporate higher level of thinking and learning in my classroom with the assistance of technology. As I grow in my career, my teaching will be flexible and adaptive to our changing environment and students. During these changes, I will grow as a professional and my students will be learning up-to-date information and learning it at a deeper level.

**Part II**

One of the Web 2.0 tools that I am going to implement this fall in my eighth grade Health class is using MyPyramid. In MyPyramid, students will be completing a log on-line that will calculate how much food they need to eat base on their size, gender, and activity level. This will make it very meaningful and on a personal level for them and no two students will need the exact same amount of food. They will also see how much of every food group they need to consume. They will then log how much they eat and be critiquing their own diets.

To use MyPyramid, I will need to remove something from the nutrition unit, and I will replace the part where they make up a fake meal plan for themselves. This gives them more of a real-world application. I will get more in the detail of the plan for MyPyramid in part III. Levels of Bloom’s Pyramid that students will be using are: creating, evaluating, and analyzing. This will allow them to learn on a higher level, and hopefully, use these skills for a lifetime.

The second Web 2.0 tool that I am going to use is going to be in my Physical Education classes. This tool is called Coach’s Eye. I am going to use it to film students that are struggling with certain skills and they can then watch themselves on the Ipad and see what corrections they need to make. Levels of Bloom’s Pyramid that students will be using are evaluating and analyzing. A more detailed plan of Coach’s Eye will be explained in part III. By using this, I will not need to replace any material, however, it will take my time away from students to give oral feedback. However, I think this will be a more powerful tool and see improvements.

Roadblocks with using MyPyramid will be getting enough computer space and lab time to fill in the student’s food logs. To help in this, I will plan ahead and be sure space is reserved well in advance, as well as take advantage of tablets and devices that the students may have and even just do it wirelessly in my own classroom.

Another roadblock with using Coach’s Eye will be the time I take my eyes off my class in Physical Education. This could cause problems and I need to be aware of this and pick times wisely so my classes don’t get out of control or someone get hurt.

**Part III**

I plan on using Web 2.0 tools and social networking for my own professional development. Using these tools will allow me to network, collaborate, research, get new ideas, etc. in my area of discipline as well as teaching in general.

I am going to use twitter to follow different authors in teaching and physical education. I look forward to following topics and conversations that may be new and innovative and give me new ideas in the classroom. I also will enjoy learning new Physical Education skills, units, assessments, fitness testing, ideas, and games. While networking on twitter, I plan on finding great blogs to add to my list of blogs I read that are related to teaching.

I will also use a company called EdWeb. EdWeb has tons of different Webinars related to teaching, content specific, special education, learning, etc. When you are in these webinars, you are listening to an expert in that area and you can even type in questions as they are presenting, and they will answer them during the webinar. It is a very powerful tool for professional development and you can also receive CEUs.

* MyPyramid

-Will be used in 8th grade health.

-Students will make a profile on [www.mypyramid.gov](http://www.mypyramid.gov)

-They will make a 5 day food log of everything they ate and drank.

-Students will put that information into their profile.

-MyPyramid will analyze what they ate and tell them how they can improve and what food groups they are not eating enough of or are eating too much.

-This will help students analyze and evaluate their own diet.

* Coach’s Eye

-Will be used in Physical Education grades 5-8.

-Can be used in all skill related units.

-Plan on using it in Volleyball, swimming, weight lifting, and rugby.

-The teacher will film a student doing a skill.

-The teacher and student will watch the film in slow motion together and the student now can watch themselves and analyze and make corrections of their skill.

-This can be done in the middle of the class while the rest of the students are still participating in the activity.

**Part IV**

Review of Literature for twenty-first century learners can be found in part I.

Professional development as a teacher is a very important aspect to our careers. It is important because so much is changing such as: content, technology, learning styles, students, teaching styles, resources, etc. There are many ways to get professional development, but one of the fastest and easiest ways is through using technology.

According to Edutopia Staff (2008), “It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.” What better way to do this then through on-line collaboration?

According to Reed (2005), it is important to stay up-to-date with student’s needs, technology, teaching styles, disabilities, content, etc. because things are constantly changing. Collaborating allows teaching professionals to stay up-to-date at any time and is readily available.

According to Mizell (2010), “Online professional development can be useful for learning content and even observing video demonstrations of eﬀective teaching or leadership. Some online professional development also provides interactive, real-time discussion among participants and an expert.” Mizell gives us a great idea of how on-line professional development can be used.

**Summary**

After spending the last 6 weeks leaning about technology and a twenty-first century learner, there are many ideas I am going to take away from this class. They are:

* What is a twenty-first century learner
* Web 2.0 tools that will have my students learning on a deeper level
* Web 2.0 tools that will make me a better teacher
* Professional development using technology

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